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AUTHOR	Askew, Thomas A.
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ABSTRACT

This document presents an outline of the processes used in compiling and annotating an approximately 560-entry bibliography dealing with the small college. The entries are comprised of books, articles, dissertations, and other studies published on the small college from 1965 through 1971. The actual bibliography is to be published soon by the Council for the Advancement of Small Colleges in conjunction with the ERIC Clearinghouse on Higher Education. (HS)

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Final Report

Project No. 0-C-060

Project Director: Thomas A. Askew
Contracting Organization:
The Council for the Advancement of
Small Colleges
One Dupont Circle
Washington, D. C. 20036

THE PREPARATION OF AN ANNOTATED BIBLIOGRAPHICAL GUIDE TO SELECTED RESEARCH STUDIES RELATED TO THE SMALL COLLEGE, 1965-1971

December 8, 1972

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U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education

National Center for Educational Research and Development
(Regional Research Program)

ABSTRACT

Project: The Preparation of an Annotated Bibliographical Guide to Selected Research Studies Related to the Small College, 1965-1971.

Director: Thomas A. Askew

Contracting Agency: The Council for the Advancement of Small Colleges

This annotated and computerized bibliography derived from the need of researchers and small college leaders for data on the small college. The approximately 560 entries are largely comprised of books, articles, dissertations, and other studies published on the small college from 1965 through 1971. Selected materials not directed solely to the small school, but holding applicability to it are also included, especially in areas where publications on the small colleges are scant. 181 ERIC documents and 132 doctoral dissertations are cited among the entries. The topical categories reflect the needs for information expressed by small college presidents in a survey conducted by the Council for the Advancement of Small Colleges in 1968. The table of contents reads: General Studies on the Small College; Curriculum and Philosophy of Education; Pedagogy; Libraries and Learning Resources; Faculty; Students; Governance; Administration; Finance, Budget, Development; Long Range Planning; Physical Facilities; Interinstitutional Cooperation and Consortia. The bibliography, whose annotations average about 75 words per entry, is to be published by the Council for the Advancement of Small Colleges in conjunction with the ERIC Clearinghouse in Higher Education.

Final Report

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Thomas A. Askew

The Council for the Advancement of
Small Colleges
One Dupont Circle
Washington, D. C. 20036

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INTRODUCTION

This project derived from the need of small college leaders for information.

It purposed to complete an annotated bibliography of research studies related to small colleges, 1965-1970. During the process of research it was decided to add materials published in 1971. The resultant bibliographical guide is topically referenced and computerized. The bibliography has dual objectives: to provide a survey of research studies and other documents devoted to the small colleges, 1965-1971, and to serve as a guide or handbook to aid small colleges toward informed decision-making. Thus, selected items have been included which bear on small colleges but were not directed solely at them. While numerous higher educational bibliographies have been published, little bibliographic effort has been directed at available materials on small colleges.

The criteria for selecting the approximately 560 items for the bibliography reflect the needs for information expressed by small college presidents in a poll conducted by the Council for the Advancement of Small Colleges in 1968. In process a review board evaluated the bibliography and made suggestions regarding its improvement. Upon completion of a typescript copy of the bibliography, The Higher Education Clearinghouse, Washington, D.C., has agreed to prepare for printing, and The Council for the Advancement of Small Colleges (CASC) will publish and distribute the finished product. For the purposes of this project a small college is defined as an institution having less than 2500 full-time students.

METHODOLOGY

The strategy for gathering materials centered in the use of already published bibliographies, particularly Research in Education, Dissertation Abstracts, and Journal of Student Personnel Abstracts. In addition, many other higher educational bibliographies and other sources were consulted. Every possible lead was followed. Conversations were held with various educators. For every item having potential of being included, a master card was prepared which contained bibliographic data and an extensive annotation. The master card collection became the pool from which the items for inclusion were drawn. Several thousand master cards were prepared in the course of the research.

The original intent was to order a computer search of the ERIC data bank for items on small colleges. Since this did not prove possible, Research in Education was hand searched for the years 1967 through 1971. Using a descriptor list of 90 words, a computer search of dissertation titles was conducted by University Microfilms.

To insure suitability in selection of items for inclusion, the needs for information expressed by college presidents in a poll taken by CASC were taken into account. Also, a preview committee was to evaluate the bibliography in progress.

As the project progressed, a pattern for searching emerged. The editor searched the bibliographies and other sources to identify prospective entries. Graduate student research assistants and typists assisted in reading and annotating the identified items, especially in the periodical and dissertation literature. All the annotations were edited and rewritten by the editor for the final typescript. Most of the books were analyzed and annotated by the editor.

A CHRONOLOGY AND COMMENTARY ON THE PROCESS OF BIBLIOGRAPHY BUILDING

May 15 - August 15, 1971

1. Established a working office at 404 West Franklin, Wheaton, Illinois. Gathered suitable bibliographies to that location and established working relationship with libraries in Chicago area where materials could be located.

2. Because of no computer search being available through ERIC, hand searched all potentially useful items in Research in Education, 1967-1971. Master cards prepared on approximately 1500 items.

3. Hand serached College Student Personnel Abstracts from 1966 through 1971 to locate suitable research studies. Master cards prepared on 140 studies.

4. Hand searched 1700 titles from print-out from computer search of dissertations at University Microfilms. 200 selected for master card preparation. This involved looking up the study in Dissertation Abstracts and writing an annotation based on the abstract contained in that publication.

5. Problems encountered: slow delivery of documents ordered from U. S. Government and tediousness of hand searching serial bibliographies. Also, some difficulty in finding suitable research employees.

August 15, 1971 - December 30, 1971

1. Bibliographic search is continued, especially in regard to studies of higher education not specifically about the small college but useful for small college administrators in areas where little research conducted on small schools. This particularly applies to eras of administration, management, systems anaylsis, computer, and budget where extensive materials have not been published for the small college. The decision was made not to include narrative institutional histories or institutional self-studies unless the latter was published and had specific usefulness.

2. The subject category, topical structure has been established. The twelve section titles are: General Studies in the Small College; Curriculum and Philosophy of Education; Pedagogy; Libraries and Learning Resources; Faculty; Students; Governance; Administration; Finance, Budget, Development; Physical Facilities; Interinstitutional Cooperation and Consortia. These categories reflect similar topical breakdowns in other higher educational bibliographies.

3. The director-editor traveled to the National Laboratory for Higher Education at Durham, North Carolina, to consult with the leadership there and search the holdings for suitable materials to include in the bibliography. Numerous leads were provided in areas of systems analysis, computer use, and management.

4. On the same trip the director-editor visited Washington, D.C., to consult with the leadership of various higher educational agencies as well as with the executive leadership of CASC regarding the nature of material to be included in the bibliography.

5. In Washington, D.C., the director-editor met with Dr. Carl G. Lange, Director of the ERIC Clearinghouse on Higher Education, and Dr. Roger G. Voskuyl, Director of CASC. An agreement was worked out for the Clearinghouse to participate in the publishing of the bibliography by preparing the camera ready copy. Also, Thomas Askew agreed to write a 20 to 30 page review article synthesizing and summarizing the literature included in the bibliography. The U.S. Office of Education approved the necessary adjustment in the budget to underwrite the preparation of the review article.

6. By this time it became evident that while the bibliography would largely be comprised of research studies, numerous items which could not strictly be defined as research studies should be included if the compilation was going to be of maximal use to administrators. These materials were largely comprised of books or articles relating to the experiences of a particular institution in some curricular or administrative venture, or administrative guides of various sorts.

January 1, 1972 - March 30, 1972

1. This period was spent selecting materials that would be finally included in the bibliography. Also, the decision was made to add the year 1971 to the years surveyed because of a number of significant research studies that became available during 1971. Constant reediting of the annotations took place, which averaged at this time about 45 words per item.

2. The review article was started. It proved to be a difficult task because of the plethora of materials to be covered.

3. A typescript copy of sample sections of the bibliography was prepared to present to the review committee for evaluation. Also a significant segment of the review essay was prepared for the review committee to evaluate.

4. On March 20 a review committee read the typescript sample and made their recommendations: a) the review article appeared satisfactory and should take the form in which it was presented, b) the selection policy would prove very useful to any college administrator and should follow the pattern presented in the sections reviewed, c) the annotations were too short to inform the reader adequately. Therefore, as much as possible, the annotations should be rewritten to average 80 to 90 words.

   The members of the committee were: Louis Caister, Dean of Barrington College, Rhode Island; Richard Gottier, Vice President of Spring Arbor College, Michigan; Donald Scott, Dean at the University of Plano, Texas; Richard Witter, then Associate Executive Director of CASC.

5. To implement the recommendation to expand the annotations meant an increased expenditure of time because many items now had to be evaluated first-hand rather than depend on the short annotations available on them in higher educational bibliographies.

6. Therefore, permission was granted from the U.S. Office of Education to extend the project until November 15 so that the revision could take place.

April - August 1972

1. The summer was spent expanding and revising the annotations as well as adding new studies which surfaced. Most every book, article and document was reappraised, and often reread.

2. The review article was largely completed.

3. The whole study was typed in preparation for putting the titles on computer cards.

September - November 1972

1. It became apparent that there would be about $2000 left in the budget that could be used in constructive ways beyond the preparation of the bibliography. The U.S. Office of Education confirmed the transfer of $1000 to CASC to be used for greater distribution underwriting. Another $1000 was spent for the purchase of copies of dissertations cited in the bibliography. These copies would be placed as a permanent research center on small colleges at CASC. The copies could be loaned by mail to interested administrators or researchers upon request. CASC agreed to house and manage the collection. CASC will also house other materials purchased in the process of building the bibliography.

2. The text went through final revisions with a number of studies added, especially some dissertations that were not included in the computer print-out from University Microfilms.

3. The bibliographical data, without the annotations, was placed on computer cards, arranged according to the topical categories under which they were placed in the bibliography. Since the topical categories were quite specific, cross-referencing seemed unnecessary and, therefore, was not applied.

4. The review article was revised and final typescript copy prepared.

5. The article and bibliography were mailed to CASC, which has the responsibility to publish the work in conjunction with The Clearinghouse on Higher Education. CASC now has the typescript first copy.

CONCLUSIONS

It is difficult to offer full quantitative generalizations because the literature surveyed was so diverse and does not lend itself to quantitative formulation. The following observations will be offered on each topical category.

1. General Studies on the Small College: No less than thirty books were published on the small college situation or devoted considerable attention to it in a larger treatment on higher education. The strengths and needs of the small college were also recounted in at least 10 articles. All the writers emphasized the need of the small school to maintain its distinctive flavor yet adapt to the times. Several broad surveys were conducted such as Alexander Asten and Calvin B. Lee's The Invisible Colleges: A Profile of Small, Private Colleges with Limited Resources (New York: McGraw-Hill, 1971) which looked at 494 institutions and Manning M. Patillo, Jr. and Donald M. MacKenzie's Church-Sponsored Higher Education in the United States (Washington: American Council on Education, 1966) which touched 817 campuses.

2. Curriculum and Philosophy of Education: The published materials available on curriculum development in liberal arts colleges are ample. From 1965 through 1971 at least 21 dissertations were prepared on some aspect of small college curriculums. Most of these either generalize on curricular patterns in a sample of colleges or focus on an aspect of instruction, e.g., teacher education, at one school. At least twenty articles appeared, ordinarily describing the experience of an institution attempting curricular reform. At least half a dozen monographs were published thoroughly analyzing every aspect of undergraduate liberal arts curriculum. If any lack of publication occurred, it is in the area of vocational programs in liberal arts curriculums. Also, there is little hard data demonstrating the learning effectiveness or behavioral outcomes of different curricular approaches.

3. Pedagogy: There is available no over-all assessment of grading practices in the small colleges, though innovative teaching techniques are summarized in numerous publications. Only two dissertations were written in the area of pedagogy. Little is available on compensatory programs for disadvantaged or minority students. Out of the 33 items annotated on this topic, at least one-fifth were not directed only to the small college.

4. Libraries and Learning Resources: By far the most significant development in small college learning resources took

place at the Hampshire College library which was designed for information retrieval, innovation and experimentation. Three articles and a 159 page report describe the establishment of the library at Hampshire. No dissertations were devoted to small college libraries. The "library-college" concept received continued attention with two books, several pamphlets and at least four articles treating the concept. Various library or learning center developments in individual colleges are described in other reports to complete the 29 items in this category.

5. Faculty: Fourteen dissertations, one article, and ten books dealt with college faculty issues. Professional role, job mobility patterns, and faculty and institutional values seemed to receive the most research attention. The great majority of studies revealed a tension in small college professors between their writing and research aspirations and institutional teaching and committee responsibilities.

6. Students: By far the most extensive research conducted, 1965-1971, on the small school centered on student related topics. No less than 60 dissertations were produced in this area alone. The dissertations break down as follows: Student Personnel affairs, 13; Admissions, 9; Freshmen success in college, 6; Campus environment, 8; Church colleges and student attitudes, 16; Disadvantaged students, 8. In addition to the dissertations, another fourteen articles and fifty-nine books were cited as of significance to student issues in small colleges. The growing general literature on the youth counterculture was not surveyed or included in this bibliography. General conclusions from the research material: the college experience encourages more liberal religious views, students develop more autonomy in college, after leaving college students tend to hold religious views developed by the senior year. There is inadequate research data on minority students in small colleges.

7. Governance: There are no clear research patterns on small college governance. Out of eight dissertations devoted to the theme, four deal with trustee boards, two with student participation in governance, and one with faculty participation in governance. Other than the dissertations approximately half a dozen articles or books were published directly to meet small campus governance needs. On the other hand, small colleges can benefit from the wide discussion of governance in higher education. Another 25 titles are cited in the bibliography from this literature.

8. Administration: No overall administrative handbook has been prepared especially for the small college leader. However, Earl G. McGrath and others have published monographs or compilations of essays directed at small college management needs. The fourteen dissertations on college administration concentrate on administrative role behavior, role expecta-

tions, or administrative practices. Unfortunately, no firm research, or even informal observations, are available on the department chairman, often a pivotal figure on a small campus. The administrative use of computers by small colleges needs more explication. Only two article length treatments are available.

9. Finance, Budgeting and Development: The problem of fiscal management in small schools was treated in several dissertations and a half dozen essays or books. All agree that extreme care must be taken in allocating resources to programs clearly commensurate with institutional objectives. In addition, extensive higher educational literature is now available on program budgeting and planning. The bibliography cites 35 works in total on finance and budgeting. Three associations have done more than any other agencies toward meeting the development needs of small colleges. These are The Council for Small Colleges, The American College Public Relations Association, and The American Alumni Council. All have published pamphlets and articles on the topic. Three dissertations look at development functions in the small schools, 1965-1971.

10. Long Range Planning: Three dissertations were devoted to small college planning, 1965-1971. Two looked at planning patterns in sample groups of schools, one at planning in one institution. Otherwise, with a few exceptions, the materials on long range planning are written for general higher educational consumption. College and University Business has published more articles on small college computer-assisted planning than any other source. Thirty-one entries were included on planning in the bibliography.

11. Physical Facilities: The research on small college facility needs is scant. Out of fifteen bibliographic entries, only four items are exclusively about the small campus. Among the topics generally covered are space-utilization studies, the planning of buildings, and space management principles. More materials are needed on small college plant problems.

12. Interinstitutional Cooperation and Consortia: Increased interest in interinstitutional cooperation has encouraged three dissertations, 1968-1971, on small college consortia. Three articles and eight pamphlets and books all describe various cooperative enterprises among small colleges. One dissertation examines models for consortium building and constructs a recommended model.

GENERAL CONCLUSIONS

In overview, the project evolved into a much larger effort than anticipated. As it grew in concept, and the materials involved reached well beyond Research in Education Dissertation Abstracts, Journal of Student Personnel Abstracts and other familiar bibliographies, the search and annotating consumed enormous time. The use

of computer searches did not work out as planned, thus necessitating more hand searching. On topics where research or materials are scant on small colleges, but small school administrators have requested information, the selectivity process proved difficult. In general, all those who have informally viewed the bibliography feel it should prove very helpful to college leaders.

RECOMMENDATIONS

1. Now that methodology and structure is established, the bibliography should be brought up-to-date each year. The effort would not be that great due to the experience of searching the period from 1965 through 1971.

2. The material center on small colleges researches should be expanded at CASC. There is no other similar collection extant, and that organization is a logical place for it to be located. The placing of xerox copies of the dissertations found in the bibliography at CASC provides a logical starting place for such a collection. The computerized cards, organized by topic areas, will also be at CASC. At One Dupont Circle, Washington, D.C. facilities are available to utilize such a computerized collection. It would be easy to update the computer card bibliographic entries each year.

3. Research funds should be made available to underwrite researches on themes not adequately studied on small colleges.